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ABSTRACT

Ten colleges participated in a project to: (1) help organize and strengthen administrative teams in developing two-year and four-year colleges throughout the Southeast; (2) to assist administrative teams in identifying specific roles for each team member and in developing an understanding of team responsibilities; and (3) to assist administrative teams in developing a rationale that will increase efficiency in the functions of planning, policy formation, evaluation, and continuous review of institutional goals and their implementation. The ten colleges were selected on the basis of current potential, diversity, and geographic distribution. The three papers included in this document serve as a general introduction to the project and discuss: (1) the functions of administration in terms of leadership, planning, staffing, budgeting, coordinating, communication, and evaluation; (2) necessary changes in response to a more pluralistic society of diverse but co-existing cultures, including curriculum planning, recruiting, and admissions and the composition of the campus community; and (3) what has happened at South Georgia College during the two years in which administrative officers and faculty were involved in the search for a more effective approach to the operation of the college.
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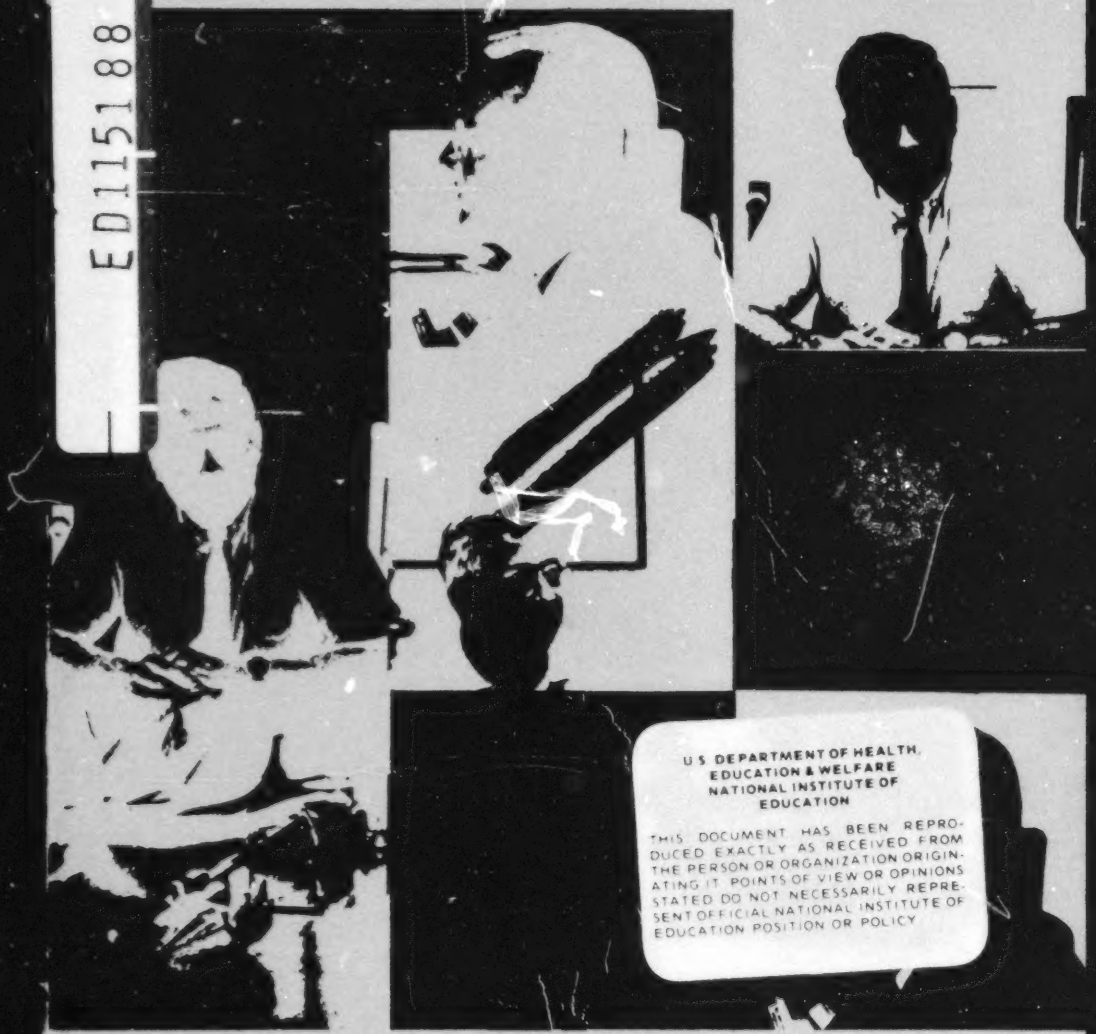
College Administration: Concepts and Techniques

Editor, Bill D. Fenner



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COLLEGE ADMINISTRATION: CONCEPTS AND TECHNIQUES

Bill D. Feltner
Editor

INSTITUTE OF HIGHER EDUCATION
University of Georgia
Athens, Georgia 30601

1971

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INTRODUCTION

The Institute of Higher Education at the University of Georgia has devoted a considerable amount of time and resources to assisting colleges located in Georgia and other Southeastern states. One of the major efforts of the Institute has been in the field of administration. The Institute has planned and conducted several conferences and workshops which focused on college administration. The interest, cooperation and comments which we have received from college presidents and their administrative staff indicate that these activities have been valuable experiences.

The Institute is currently implementing a proposal which was funded through Title V-E Education Professions Development Act. The Special Project, "Administrative Team Leadership for Developing Colleges in the Southeast," provides an opportunity for improving organization and administration in junior colleges and four-year colleges. The administrative team concept is the central theme of the year-long project.

The administrative team as defined in this project is a group of administrators, consisting of the chief executive officer (the president) and those officers who report directly to him.

If a college is so organized that fifteen or twenty personnel report to the president, it is unlikely that they will constitute an effective team. Our experience indicates that the team effort will be much more effective if it is limited to the president and four or five higher echelon administrators who report directly to him. While administrative titles vary among institutions, the team should include the chief executive officer for academic affairs, the chief executive officer for business affairs, the chief executive officer for student affairs, the development officer, and, perhaps, an executive vice-president or comparable officer.

The need for better organization and more effective administration of colleges and universities to deal with increasingly complex problems of higher education is currently receiving nationwide attention. This need is particularly acute in the small two-year and four-year colleges, the majority of which must compete with more affluent institutions for funds, faculty members, and students. Indeed, more effective organization and management may be critical to the ultimate survival of many of these smaller colleges. While all institutions, regardless of size, should be administered by leaders who strive for maximum effectiveness and efficiency, it appears even more crucial to the small college. If the leadership of small colleges ignores sound principles of administration, then it appears almost certain that these institutions will disappear from the American scene of higher education.

The traditional administrative pattern of many small colleges has evolved, almost entirely, around the presidency. Because of insufficient administrative personnel, lack of adequately prepared leadership, or failure on the part of the president to conceptualize new techniques of administration, colleges have frequently failed to meet the challenge of changing conditions in higher education. The once prevalent practice characterized by the president's attempt to carry the complete load of administrative decision making is no longer possible. Indeed, it is the unwise president who does not understand the proper use of talents and competencies of personnel within the institution.

The administrative team approach offers several advantages: it synthesizes existing structures; it emphasizes individual leadership and contributions in a common setting; it provides a vehicle for immediate communications of decisions as they are made to those responsible for their implementation within the various divisions of the institution.

The objectives of the EPDA special project are these:

1. To help organize and strengthen administrative teams in developing two-year and four-year colleges throughout the Southeast, especially in Alabama, Georgia, North Carolina, South Carolina, and Tennessee.

2. To assist administrative teams (a) identify specific roles for each team member, and (b) develop an understanding of team responsibilities.

3. To assist administrative teams in developing a rationale which will increase efficiency in the functions of planning, policy formulation, evaluation, and continuous review of institutional goals and their implementation.

The ten colleges which are participating in the project were selected on the basis of the following criteria:

1. Current potential for the development of an administrative team. Particular attention was given to the intellectual and leadership ability of the president.

2. Diversity. Public as well as private two-year and four-year colleges were included.

3. Geographic distribution. Colleges were selected from six Southeastern states.

4. Developing institution. The colleges were either receiving Title III funds or were eligible for such funds.

The major activities of the year-long project are these:

1. A questionnaire-interview with each team member.
2. A three-day conference in August, 1970.
3. A two-day conference in January, 1971.
4. Team intervisitations (at least one for each team during academic year 1970-71).
5. At least one visit to each team by the project staff.
6. Preparation and distribution of appropriate materials by project staff.
7. Three-day conference for participants in April, 1971.

The first conference of the project was held at the University of Georgia in August, 1970. The conference program was designed to provide a general introduction to the project and a frame of reference for the accomplishment of the objectives of the year-long project. The papers contained in this monograph represent three of the topics presented at that conference.

Bill D. Feltner
Project Director

FUNCTIONS OF ADMINISTRATION

Archie R. Dykes

In thinking about the functions of administration, I decided to arrange my remarks under certain topical headings which may be roughly equated with the major functions of administration. However, it should be recognized that various administrative functions cannot be pigeonholed into easily defined areas. Administrative functions must be viewed in their totality, and the administrator must arrange his work and priorities in such a fashion as to assure that appropriate attention is given his various responsibilities. These responsibilities are rarely, if ever, discrete entities, clearly identifiable and manageable on a separate and individual basis.

But with this reservation, I hasten to note that if my discussion has value, it will lie in helping to see more clearly the real dimensions of the administrative role and in encouraging administrators to give the necessary attention to all its parameters. In this day of cataclysmic events in academe, it is important that conscious steps be taken to counter the inevitable distortion and bias in administrative functions and priorities that develop from the pressure of events. In taking these steps, it may be well to note the old adage that it is occasionally necessary to back away from the trees in order to see the forest.

Leadership

There is a tendency today for those who write about administration to make a distinction between the administrator's leadership functions and his purely managerial role.[1] They say those activities primarily concerned with keeping the organization moving in its customary direction and in its customary fashion--that is, those activities primarily concerned with maintaining the organization--are administration, while those

primarily aimed at changing the organization's goals or procedures constitute leadership.

Unquestionably, every administrator has two immediate and continuous problems. First is the problem of simply keeping the organization functioning, of keeping it operating with some degree of rationality and efficiency. In the large, complex, bureaucratic organization, this is no small task. The dysfunctional qualities of today's large bureaucratic organizations, the psychological and social demands placed on those who work in them, and the undesirable effects on individual creativity and behavior are well known. In this context, organizational management, insofar as this is perceived as keeping the organization functioning with a reasonable degree of efficiency, becomes an exceedingly difficult task of utmost importance.

The second administrative or leadership problem is that of establishing organizational goals and objectives and of moving the organization toward them. This problem is twofold--that of formulating the goals and, secondly, that of improving or altering in some important way the organization in order to achieve the goals more efficiently.

While this conceptual dichotomy of administration has value from an analytical standpoint, its application to the actual performance of administrative tasks tends to distort the reality of administration and can be seriously misleading. Leadership cannot, ipso facto, be separated from the performance of managerial functions, since the style and quality of the administrator's daily performance may in itself constitute leadership. Conversely, an administrator who simply "tends the machinery," who performs the tasks of his office without examining whether or not they should be performed in the particular fashion, or for that matter performed at all, who sees no significance in his work beyond that of day-to-day operation, and who does not understand that continual examination of administrative processes and procedures is neces-

sary, is not likely to be providing leadership. Yet, administrative responsibilities primarily concerned with maintaining and operating the organization do provide opportunities for leadership and the administrator should be alert to their possibilities.

Although I argue that the performance of what are often perceived as managerial tasks provides opportunity for leadership to be exercised, it should nevertheless be made clear that the major functions of leadership are initiating organizational change and goal setting.

Lipham defines leadership as "the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives."[2] Clearly, such a perception of administrative leadership has direct relevance to academia today. A bland uniformity, growing out of a monolithic status system, increasingly characterizes American higher education--all our institutions are alike or struggling assiduously to become alike. At a time when there is an urgent need for innovation, the leading American universities seem to be, as David Riesman has noted, "directionless . . . as far as major innovations are concerned."[3] Selznick maintains that the function of leadership is to define the goals of the organization and then "design an enterprise distinctively adapted to these ends and to see that the design becomes a living reality."[4] He goes on to say there are four major requirements which must be met if leadership is to be effective:

(1) There must be a clear definition of institutional missions and role.

(2) There must be a clear embodiment of institutional purpose.

(3) There must be effective defense of institutional integrity.

(4) There must be effective ordering of internal conflict.[5]

It seems quite clear that the highest leadership responsibility, the first dimension of administration, is that of goal formulation and the development and implementation of appropriate administrative and governing arrangements which will be the means of goal achievement. This does not imply, however, that the president or his administrative staff unilaterally determines the mission or goals of a college or university. It does mean that the administrator, if he is to meet his leadership responsibilities, must play a primary role in articulating its values, defining its goals, and marshalling its will toward their achievement. In some cases, he may be the initiator of dialogue about institutional goals and purposes; in others, he may simply need to aid or stimulate dialogue, perhaps assure participation by appropriate groups, or create conditions in which productive discussion can occur. In any event, there must be broad participation in the goal developing process of all the constituencies concerned. The method of creation is almost as important as the result.

The role described here is that of an activist administrator. It presupposes strong, directional influences, growing out of both a well thought out personal philosophy of education and convictions regarding the nature and responsibilities of his institution. Although the statement was made in less turbulent times, I share the view of former Cornell University President James Perkins that "the role of a university president as a bashful educational leader is mostly nonsense and greatly exaggerated."[6]

The importance of defining goals and of setting institutional directions was dramatically

stated by former Chancellor Samuel P. Capen of the University of Buffalo:

> He (the president) buries himself in the grand plan of his institution's future . . . . Except for the elaboration and the furtherance of the grand plan, there is no need of a president.[7]

Clearly, the first responsibility of the administrator is the creation of a set of goals and purposes for the institution--objectives which are broad in concept yet specific in implications. What should a college do or not do--and why?

But in addition to the profoundly important leadership function of goal setting and the moving of the institution toward these goals, or what Chancellor Capen calls the "grand plan," there are other tasks which require attention. It is through these tasks, frequently managerial in character, that the goals of an institution are achieved or not achieved. Consequently, it is essential that the conduct of these administrative affairs be consistent with and supportive of the institution's goals and that they be performed in a thoroughly competent fashion.

Planning

Closely allied to goal establishment is the process of systematically planning the long-range development of an institution. Too often, there is a disjuncture between plans, if in fact there is planning, and the stated goals of an institution. Complicating the problem is the tendency to state the institutional mission and goals in such esoteric and abstract terms that it is difficult, if not impossible, to relate concrete plans to the goals of the institution. However, there is growing recognition of the need not only for establishing more precise, more meaningful institutional goals, but for the planning

necessary to make the goals a reality. As one writer has said:

> Since no educational institution can possibly do everything that there is to be done--be "all things to all people," as the saying goes--it has an obligation both to itself and its contributors to develop carefully its notion of itself, to decide what part it is to play in the total educational effort of the nation, region, and state, what quality and variety of educational programs it is to sponsor, and which among its existing activities it will augment, diminish, or do away with entirely. Every institution faces constraints upon its development, and it is better off imposing its own decisions about how to develop within those constraints than letting external agencies and forces determine its future.[8]

The need for planning in institutions of higher learning seems self-evident. Most colleges and universities are reasonably large enterprises requiring large commitments of resources over an extended period. The requirements of economy and efficiency, if nothing else, dictate that planning be undertaken. Yet judging from personal experience, few institutions have developed a comprehensive development plan and even fewer have established systematic procedures to assure a continuous assessment of their development and its congruence with their stated goals and purposes. In many cases, planning is limited to some anticipation of physical plant needs, usually based on certain enrollment projections, and perhaps a campus master plan which shows the proposed location of new buildings for a few years in the future.

For institutions seeking to develop a comprehensive plan of development, there are a few guidelines which might be useful.

First, responsibility for planning should be specifically assigned to some staff members or some office, and it should be made clear that the responsibility is an important priority. Planning is not one of those administrative responsibilities that presses for attention; by its nature it can be easily delayed. Consequently, without a deliberate, conscious decision to place the planning responsibility among important administrative concerns, appropriate attention will not be given to it. One way to make the commitment clear is to assign responsibility and then make sure planning becomes a continuous process, receiving the same attention as other major functions of administration. One of the recommendations of the Fitzhugh Commission, which has just completed the immense study of the need for reorganization of the Pentagon, provided for the creation of a planning program which would tell the military and the Secretary of Defense "where we need to be 10-15 years in the future." Colleges need to look to the future also, and this recommendation is just as applicable to us.

Second, appropriate persons should be involved in the planning process. It is essential that all segments of the campus community be involved. Although they cannot be expected to shoulder major responsibility for the actual work of planning, faculty and students can contribute significantly by weighing alternatives and by bringing creativity and imagination to the deliberations and discussions. Moreover, they frequently see planning, especially that involving physical facilities and programs, from a consumer's point of view, and hence their perspective on issues and problems is different from that of the administrator or the professional planner.

If plans are to be understood and implemented with maximum success, it is essential that a representative cross section of the campus have a hand in the planning. It is axiomatic that faculties and student bodies are more amenable to campus development when they know their point of view has had consideration.

Recent, well-publicized instances of faculty and student resistance to plans for new buildings or other important campus changes accentuate the importance of faculty and student involvement.

Third, plans should be based, insofar as possible, on accurate data. That this should be a requirement in campus planning seems so obvious that it is almost redundant to mention. Yet, there are institutions which become deeply involved in elaborate plans for the future without adequate data and information, sometimes even about the present.

Fourth, there must be systematic and continuous evaluation of established plans and no reluctance to make changes and adjustments when warranted. All long-range plans, whether in curriculum, physical plant, or campus development, should be carefully and formally examined at least annually. In this examination, data about new circumstances and new developments should be brought to bear so that new decisions might rest on the most current factual information. It is essential that there be periodic checkpoints when all plans for the future are subjected to rigorous examination in light of the latest circumstances and developments.

Finally, implied in all these suggestions about planning is the strong, active role of the administrator. Active administrative leadership is essential if effective planning is to occur. Unless the administration recognizes the essentiality of planning for the orderly development of the institution, makes proper administrative arrangement for it, and then vigorously pursues the work necessary, effective planning will not be done. The impetus, the support, and the follow-through for plannning must come from the administration.

One of the difficulties with planning in a college or university is that participants may not take such activity seriously unless visible and meaningful results are present. Planning must not be purely

staff exercise. It must be undertaken seriously and conscientiously and "payoffs" must be real to the participants.

Staffing

Over the long run, the quality of personnel secured to carry on the functions of the institution and the way the staff works together will determine its success or failure. Consequently, it is essential that the administrative responsibility for staffing be discharged competently and effectively. No college or university is any better than the people who constitute its faculty and staff.

There are a number of important concerns which require attention. First, of course, is the problem of recruitment. This is not simply a matter of finding qualified persons in sufficient numbers to staff adequately an institution's program. Of equal importance is selecting persons whose personal and professional qualities are supportive of the goals and purposes of the institution. Clearly, the kind of faculty member best suited for work in a community college probably would not possess the interests, inclinations, and professional orientation sought by a large graduate education and research-oriented university. In our own college, we seek faculty members who are inclined toward teaching and who enjoy close, personal relationships with undergraduate students. Prospective faculty with a strong drive toward research, graduate education, and disciplinary status and prestige, insofar as we can determine such matters, are not viewed as desirable faculty for our institution. Their goals and the goals of our campus are incompatible.

Before an institution can conduct a really effective recruiting program, questions such as the

following must be asked and answered:

> What are the goals and objectives of the institution?
>
> What is the basic character of the institution?
>
> What professional training is required of people to fill the respective tasks best?
>
> What kind of diversity should be sought to secure cross-fertilization of divergent points of view?
>
> What characteristics are essential to insure compatibility, cooperation, and communication among the staff?
>
> What kind of staff is presently with the college in terms of cultural background, the institutions from which members received educational training, geographic distribution, race, religion, and so forth?

Answers to questions such as these provide broad guidelines for staff recruitment and constitute a rationale for decisions which must be made in the actual selection process. After answering such questions satisfactorily, the college or university then has a plan for staff recruitment. Put succinctly, the institution then knows what it is searching for and where it probably should search.

Of course, these statements about staff recruitment and selection assume the availability of choices and options. Unfortunately, this is sometimes not the case, especially for those of us in the South. Consequently, one might well argue that the securing of financial support necessary to provide competitive salary schedules is the major concern in staff recruitment.

Another important administrative concern is that of staff development. Because the present period is one of unparalleled growth and expansion in all fields of knowledge, it is more essential than ever that staff members be provided opportunity to keep abreast of developments in their discipline or subject matter field. Not only does this include the time honored practice of participation in the affairs of the appropriate professional and scholarly groups, but it means also that the institution itself must assume a larger role in providing for its staff continuous educational opportunities. This role may include activities ranging from the development and support of appropriate seminars and workshops on campus to sabbatical leaves for additional study and research.

In addition to keeping abreast in a discipline or field of specialization, the pervasive changes occurring today in higher education make it imperative, if the staff member is to be truly effective, that opportunities be provided for examination and analysis of matters of current concern on campuses everywhere. Although there is on every campus much informal discussion and exchange of ideas about events and movements in higher education, efforts could profitably be made to provide formal discussion of today's issues and problems. Surely, any faculty member would be more effective as a teacher and as a member of the academic community with improved understanding of what is presently transpiring in the academic world.

Finally, no discussion of staffing would be complete without some attention to staff evaluation. Undoubtedly, evaluation is among the most neglected areas in higher education. However, few matters, if any, are more critical to the effective functioning of the academic enterprises and to the achievement of the objectives for which the institution exists.

There are some positive steps which can be taken to improve the evaluation process. The first step is simply to decide that there will be a formal

system of evaluation and that this will include certain predetermined processes and procedures. While all institutions have some form of evaluation which is used to determine salaries and promotions, more often than not, procedures used in evaluation have not been arrived at through any deliberate, conscious process. As a result, decisions about performance are made on a highly subjective, sometimes biased basis, and nearly always with inadequate information. Therefore, the development of a formal system of evaluation and the assessment of staff performance on a rational, logical basis is itself a step forward.

As a second step, criteria to be used in evaluation must be determined. Unless there is a conscious decision regarding the factors to be used in evaluation, appropriate criteria will not be developed or applied equitably. At our college, we are now involved in a thorough examination of our entire process of staff evaluation. In this examination, we are asking each departmental faculty to make recommendations about the criteria they feel should be used in evaluating them. These recommendations will then go to the deans of the various schools for further study and discussion and, ultimately, to the vice chancellor for academic affairs. There they will be further scrutinized and appropriate adjustments made, if that seems necessary. Once a firm decision has been made regarding the criteria, they will be widely publicized over the campus so that every faculty member will know what the institution's expectations are and on what basis his work is being assessed.

Finally, in any evaluation process, it is important that appropriate persons be involved. Information is needed from diverse sources, and within certain reasonable limits, the more different sources of information one has the more valid the evaluation is likely to be. Consequently, we hope that there will be some systematic way for the involvement of students (as on most campuses, their present involvement is highly unsystematic and negative in character since their input into decisions about staff usually takes the form

of criticisms or problems with individual faculty members), appropriate involvement of the staff member's colleagues, assessment by the departmental chairman, the dean of the school, and finally the vice chancellor for academic affairs. Moreover, there should be some opportunity for each staff member to have a personal discussion about his work with his departmental chairman at least once a year.

Now, one word of caution. Decisions about salary and promotion must ultimately rest with appropriate administrative authority, whether that authority happens to be the departmental chairman, the dean, the vice chancellor, or all of them together. Of course, it is important that information be gathered from many sources, as indicated previously, and that this information be carefully weighted in the decision-making process. But the final decision must rest with the administration. Any other arrangements will erode essential administrative authority and influence and diffuse directional and unifying influence to such an extent that mobilization of staff effort toward the attainment of institutional goals and purposes will be exceedingly difficult, if not impossible.

Budgeting

Because of legal and other requirements, the budgeting process varies from state to state. However, there are some principles and procedures which have general applicability.

In general, it should always be kept in mind that the budget is a primary instrument of fiscal control, but more than that, it is a mechanism for achieving the goals and purposes of the institution. Decisions to allocate funds for some purposes and withhold them from others should ideally reflect institutional goals and objectives and the priorities attached to them. The allocation and expenditure of funds, better than any other facet of the institution's

operation, reveals what an institution's real objectives are and the degree of commitment to them. It is the essence of decision making to choose from alternatives and to allocate resources for their accomplishment.

It is desirable to seek wide participation in the budget-making process. While some administrative officer must have responsibility for developing the budget, it is important that appropriate persons from the university community participate. Within the limits of available time, the more persons who can participate meaningfully, the greater the understanding of the budget and the greater the support of the decisions reached regarding allocation of funds. More importantly, input from many sources helps assure that final decisions are the best ones.

A college or university budget should be so structured that the current year's operations, although of primary current concern, appear in a context that reflects previous history and projects into the future three or four years. Ideally, the annual operating budget should be but one step in a preconceived ladder of resource allocation which moves the institution toward its goals and purposes. It is impossible to allocate resources in the optimal way without looking to the future, for it is only in so doing that it can be determined what that way is.

A budgeting process which forces scrutiny of ongoing activities is also desirable. Conventional budgeting usually proceeds on the assumption that existing programs will be maintained. Consequently, the basic question considered by decision makers is merely the amount of increment to be granted. The budgeting process ought to be organized in such a way that the question can be raised of whether, in fact, a given program should be continued. It may be that various units should be called upon at periodic intervals to justify their reason for being. For example, in the new program budgeting systems, attention is focused on

alternative ways of achieving stated purposes with a comparison of resources required by the previous means. In some cases, program budgeting seeks to provide incentives so that centers of campus decision making, whether at the departmental level, the college level, or wherever, will seriously evaluate the various options open to them.

Existing programs are sometimes regarded by those who participate in them as ends in themselves; thus programs within a college often expect that they not only are permanent, but also that they will be granted the same level of financial support as every other program regardless of the degree of their relevance to institutional goals. The budgeting process should provide for examination of such programs in terms of their contribution to the college's goals and purposes. Such an examination would force an institution to ask and answer such questions as: Are we primarily an undergraduate or graduate institution? To what extent is service to the community our responsibility? What is the proper ratio of teaching to research for faculty members? To what extent are there overlapping programs and activities? Are we primarily concerned with the terminal student or with those who will continue their education in a baccalaureate-degree-granting institution? And so on.

Coordinating

In any enterprise requiring the efforts of two or more persons, coordination becomes a matter of concern. Its primary goal is to secure maximum application of an organization's human resources toward the achievement of organizational goals. In the large organization or in the small organization with a highly specialized work force, such as an educational institution, effective coordination becomes more difficult but also more essential for goal achievement.

The responsibility of the administrator for coordination is twofold: First, he must develop, or see that there is developed, appropriate mechanisms, arrangements, processes, and procedures for securing coordination. Second, he must see that the mechanisms work. This means he must be sensitive to any dysfunctions which may arise in the coordinating machinery and be sure that as his institution changes, the coordinating arrangements change in pace. The administrator's responsibility for coordination may be compared to that of a musical conductor; he harmonizes and synchronizes and, when necessary, changes the arrangements.

If an organization is to be efficient, that is utilize maximally the resources available to it in the achievement of its objectives, there are several considerations which must be given attention in the development of a coordinating structure.

First, there is the matter of control. The moment that the number of staff in an organization exceeds one, the issue of control must be raised. This is an especially troublesome problem in an academic institution because autonomy and interdependence are so highly prized and so essential to the work of the academic man. Nevertheless, it is clear that some degree of control is necessary to assure achievement of an institution's purposes and to guard against displacement of the institution's goals by the personal goals of the individual faculty member. One could argue that some of the more egregious problems which today characterize higher education are attributable to inadequate provisions for control through coordinating arrangements.

For example, in many of the large universities, such matters as salaries and promotions in rank have been almost completely delegated to the individual department. Consequently, the degree to which behavior and performance of the individual faculty member are considered appropriate and, hence,

rewardable is determined at that level. The difficulty in this arrangement is that the values at play in evaluation at the departmental level are usually disciplinary oriented and frequently biased in favor of disciplinary and professional goals vis-a-vis the goals of the institution. And since the reward system is controlled at this level, faculty members are rewarded not on the basis of the extent to which they serve the goals of the institution but rather on the extent to which they advance professionally and meet the expectations of their disciplinary group. One major result of this disciplinary oriented reward system is a general decline of faculty interest in the institution. As Clark Kerr noted, the faculty members' "concern with the general welfare of the university is eroded and they become tenants rather than owners."[9]

This displacement of goals accounts for the present perversion of the purposes of the university and the substitution for them of their goals of questionable value. It has, in my opinion, contributed immensely to the decline of teaching and to the neglect of the undergraduate student. Consequently, despite declarations of concern for teaching that frequently emanate from faculty, individually and collectively, the real values of the professoriate focus not on teaching but on the status, prestige, and overriding concern for professional advancement which can best be achieved through research and publication.

But while expressing concern for appropriate control, it is necessary simultaneously, to foster the freedom necessary for initiative, creativity, and imagination. These characteristics--the life blood of any organization, especially a college or university--can be compromised by the requirements of coordination.

Coordinative arrangements in academic organizations must be flexible, open, and responsive to the needs of all segments of the institution. The trappings of hierarchical, authority-based, monastic forms of control, so common in the industrial and business world,

run counter to the needs of the academic institution. Coordination in the academic world rests instead on the recognition of common goals and on broad participation in decision making. Coordination, in these circumstances, is not so much imposed by authority but rather results from recognition of the fact of mutual interdependence. The leadership qualities of an administrator, in large measure, are determined by the degree to which he is able to set into motion those activities and create those attitudes and frame of mind necessary for such circumstances to become a reality. As others have written, "An institution cannot be well governed unless each of its components clearly recognizes its obligations as well as its rights in the promotion of the common end."[10]

The more specific responsibilities of an administrator in coordination involve such matters as developing appropriate mechanisms for participation by all segments of the academic community in decision making, development of an administrative structure that assures integration of the various facets of the institution's operation into a meaningful whole, formulation of job descriptions that not only define areas of responsibility and limits of authority but also expectations, development of a communications pattern that will assure appropriate flow of information throughout the institution, and finally appropriate monitoring of coordinating activities and staff to assure proper performance of responsibilities.

Communication

As Chester Barnard noted more than three decades ago, coordination and collaboration in any human enterprise is possible only when communication is effective.[11] The development and fostering of an adequate communication system is one of the great problems confronting an administrator. The ability of organizations to operate efficiently in goal achievement perhaps depends as much upon the adequacy of communication as

upon the adequacy of resources within the organization. Since administrators largely control an institution's formal system of communication and can influence in critical ways the informal system, the adequacy of communication rests largely on their shoulders.

There are many ways through which communication in an academic institution may be achieved. However, before effective communication will occur, its importance must be recognized. Too often it is assumed that communications are adequate when, in fact, a large information vacuum exists. Undoubtedly many of the problems of today's large, complex universities stem from inadequate informational and communication systems.

In any organization, including the academic organization, there is a certain amount of serial communication; that is, one person communicates a message to a second person, the second person communicates to a third, and so on. The originator and ultimate recipients of the communication are separated by "middle men." Sometimes such communications take the form of formal messages being passed down through the organizational structure; sometimes they flow upwards; and sometimes, as in the case of rumors, they do not follow the formal structures at all but flow out in all directions along informal communications systems.

This kind of transmission of information is obviously an essential, inevitable form of communication in organizations. It is also obvious that it is especially subject to errors and distortions in the process of transmission. Moreover, in addition to inadvertent distortion or error, there is the problem of deliberate alternation of information as it travels from person to person or level to level. Sometimes, administrative officials at lower levels distort messages going up in order to give their superiors messages that will please them and also to present their own performances in the best light. In the same

fashion, messages going downward are often altered for various reasons. Sometimes those at lower levels change the messages to assert their own authority or to make it more favorable to them. In other cases, messages are altered by intermediate level officials because they know the alterations will make them more acceptable to those to whom they are directed.

While formal lines of organization are more visible, it is important to remember that it is through informal, word-of-mouth networks that much diffusion of information occurs. Some research suggests that formal lines of communication often only serve to confirm information already spread through informal channels. Administrators can do more then passively accept the fact that the grapevine exists. They can encourage informal communication across hierarchical levels by providing activities and arrangements which bring people from various departments and segments of campus life together. Faculty coffees and other social activities are examples. Moreover, there are always informal opinion leaders and unoffical information spreaders who can be utilized in the communication system.

In summary, it is clear that effective communication is essential for the well-being of any organization. Yet, in all organizations, there are forces at work which tend to distort communication and hinder the flow of information. It is essential, therefore, that effective communication and the means of achieving it be a continuing cohcern of the administrator.

Evaiuation

Having said all these things about the various functions of administration, there is yet another important function to be considered. The evaluative function is one of the most important aspects of administration, since it represents an assessment of progress toward institutional goals and a general

review of how the institution itself, including its administration, is getting along.

All aspects of a college's program should receive continuing and comprehensive review. Such a review is a disciplining and controlling influence in the affairs of the institution, and failure to mount a systematic program of review and analysis may result in inefficiency and perversion of institutional goals.

Finally, I want to emphasize again the strong role I believe administrators should fill in the contemporary academic institution. This conception of administration will be unacceptable to those who take an extreme position on faculty authority and control. My attitude, however, seems to me to be consistent with the statement on the government of colleges and universities recently issued by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. What this statement says concerning the president could be said essentially of other principal academic administrative officers. The relevant sentences are these:

> The president, as the chief executive officer of an institution of higher education, is measured largely by his capacity for institutional leadership. He shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system which links the components of the academic community . . . . As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for his institution and can persuade others to see them and to work toward them, will often constitute the chief measure of his administration.[12]

Without strong administrative leadership, the mobilization of the collective efforts of the various segments of the institution toward the attainment of institutional goals is impossible. And without this unvarying effort toward unification, a university falls into aimlessness, drift, disunity, and disarray.

FOOTNOTES

[1]See, for example, Philip Selznick, Leadership in Administration: A Sociological Interpretation. (Evanston, Ill.: Rowe, Peterson, & Company, 1957).

[2]James M. Lipham, "Leadership and Administration," in Daniel E. Griffith (ed.) Behavioral Science and Educational Administration, the Sixty-Third Yearbook of the National Society for the Study of Education, Part II. (Chicago: University of Chicago Press, 1964), p. 122.

[3]David Riesman, Constraint and Variety in American Education. (Garden City, N. Y.: Doubleday, 1958), p. 64.

[4]Selznick, op. cit., p. 28.

[5]Ibid., pp. 62-63.

[6]James A. Perkins, The University of Transition. (Princeton, N. J.: Princeton University Press, 1966), p. 81.

[7]Samuel P. Capen, The Management of Universities. (Buffalo: Stewart and Foster, 1953), p. 70.

[8]Frank B. Dilley, "Program Budgeting in the University," The Educational Record, Vol. 47, No. 4, Fall 1966, pp. 475-476.

[9]Clark Kerr, The Uses of the University. (Cambridge, Mass.: The Harvard University Press, 1963), p. 59.

[10]Robert M. MacIver, Academic Freedom in Our Time. (New York: Columbia University Press, 1955), p. 73.

[11]Chester I. Barnard, The Functions of the Executive. (Cambridge, Mass.: The Harvard University Press, 1938), p. 91.

[12]AAUP Bulletin, Winter, 1966 (52), pp. 375-379.

HIGHER EDUCATION IN THE SOUTHEAST: IMPLICATIONS FOR ADMINISTRATION

James M. Godard

Higher education is only slowly recognizing the fact that the structure of society is undergoing a rapid change. It seems as if students are more aware of this than administrators and faculty. Much of the campus unrest may be related to this student consciousness, accompanied by bewilderment as to the direction in which the change process is moving. Equilibrium is not likely to be restored until the image of the new society becomes clearer, and clarification may require many years to develop. To some of us involved in expanding opportunity to all people, it is obvious we are inevitably moving into a pluralistic society, a society of many cultures.

The figure of speech once used to describe the United States as a "melting pot" into which people of diverse cultures were merging into a single culture is no longer valid. It is doubtful that it ever was. The polka is still danced in Slavic sections of Chicago on Friday and Saturday nights. There is a Lutheran College in Michigan to which members of Finnish Americans go because it has maintained elements of their culture. Black people do not wish to be melted into a pale gray. The Indian is proud of his heritage and has no desire to have it fade into oblivion. In the past two decades we have seen higher education gradually recognize the significance of non-western cultures. Literature is no longer restricted to Greek-Roman-European-American sources but is known as an expression of all peoples. The fine arts, history, social studies--almost all disciplines--have slowly yielded to a changing concept of "liberal education," but they have done so under pressure and without realizing what the implications are for the structure of society.

The only answer some of us see is a truly pluralistic society in which diverse cultures co-exist

with mutual respect. The day is past when cultures may live in relative isolation. The time of man's dispersal across the planet is over, and he is "converging upon himself." Either the masses of mankind yield to a common human culture, which is unlikely and is probably undesirable--or co-existence under conditions of respect must emerge as the dominating quality.

If higher education is to facilitate movement into a compatible social order, there will have to be some major changes in institutional stance and action. There must be a new philosophy of higher education which recognizes pluralism. This new philosophy will be reflected in curriculum planning, in recruiting and admission of students, and in increasing diversity in the composition of the campus community. There will be changes in patterns of governance and in relevance to society, both to the broad community and to the specific community in which the college or university is located. The compositions of the board of trustees will be more diversified. There will be more "input" into the central administration from faculty, from students, and from the community. Administrative machinery for rapid change will replace the cumbersome and slow-moving academic machinery of the past. There will be a new idea of the public responsibility and accountability born by independent colleges and universities.

Actually many changes are now taking place--although slowly and attended by confusion and a vague sense of ultimate direction. Colleges once governed by church bodies are becoming less restricted and more ecumenical. Faculty and students are participating more in decision making processes. Student demands for "relevance" are given serious consideration. But these changes have, for the most part, been token and a result of expediency. We are still looking for the frame of reference within which the new form of university administration will emerge.

A second change which affects administration is the growth in the number of students entering colleges from backgrounds described as culturally disadvantaged. This change calls for

(1) new admissions standards and procedures

(2) expanded financial aid programs

(3) new forms of counseling services

(4) intensive curriculum review and change

(5) new criteria for graduation at all levels, from associate degrees to graduate and professional degrees

(6) increased cooperation between institutions of higher learning to expand opportunity for students.

Even the colleges regarded as very selective have realized highly advantaged students should work side by side with students less advantaged, for preparation for a diversified society calls for a diversified student body. But the administrative machinery for accomplishing this change is unknown--and early experiments in admitting a limited number of "high risk" students often have not been truly successful in spite of large amounts of funding. The lack of success may well be due in part to changing admission policies without changing the basic philosophy of the institution as an educational unit in society.

A third factor of concern to administrators is the elimination of the historic dualism which for a century characterized higher education in the South. The term now being used is a "unitary system"--but neither the federal government nor educators have defined what that term means.

There are now qualities of a unitary system which we may determine. Certainly it means no racial discrimination. But does it mean that percentages or quotas of racial mixture must be achieved by each institution? Does it mean loss of historic identity? Within the framework of a pluralistic society, one may conceive of the removal of restrictive discrimination occurring without a repudiation of past identity. Notre Dame employs faculty and admits students without religious tests, but it still cherishes the religious values out of which it grew. What steps must a black college take to do likewise--or a traditionally white college? What administrative changes must occur? How may culturally different colleges cooperate in the higher education enterprise in such manner that they complement each other and contribute to the achievement of a pluralistic society which is free within the context of respect for cultural identity?

These factors present numerous problems for which practical solutions must be sought by higher education institutions. For example, Texas Southern University is working on an administrative problem which should concern all universities. How can an institution set up a central counseling service to deal with disadvantaged students in terms of all of their needs? The disadvantaged student is frequently lost attempting to find his way through the maze of bureaucratic administration. He is new; he does not know the campus. He does not understand the administrative structure and function of each division. One office deals with his financial needs, another with health, a third with housing, another with instructional programs, and possibly another with his social life. He may never find the resources of the university which are actually there and through which he might solve his problems. Therefore, Texas Southern University is striving to organize a central counseling service with access to all other administrative units serving students. But can this result be achieved while respecting the autonomy of these administrative units?

If Texas Southern finds an answer, we shall all be interested.

Fisk University has tackled another administrative problem of equal complexity. Fisk relates to its community by striving to serve the community needs. Faculty and students often volunteer for community work, and the University is concerned about the neighborhood in which it exists. At the same time, it wishes to serve the Nashville people who come to it for instruction. What are the manpower needs in the area? How can internships be established with local industries, businesses, and professions? If Fisk wishes to serve high school graduates of the area, how does it relate its admissions practices to Nashville students? Also there is the entire area of financial support. Support from the local community is certainly related to the institution's services to the community. Fisk is endeavoring to establish an administrative unit which coordinates the institution's many concerns with its city.

Xavier University has a Commission on Governance which, over a period of years, has been suggesting ways in which the university may move into new patterns of decision making under a lay board of trustees with faculty and student participation. Many other colleges are involved in similar studies.

The Institute of Higher Educational Opportunity of SREB has worked intensively with twelve colleges on problems growing out of the relevance of curricula to the reality of new opportunities for black students in American society. We have found merit in the recommendation of the writers of New Careers and Curriculum Change--that an institution desiring to move effectively in this direction should establish a special student-faculty task force for the purpose. The task force does not invalidate the normal faculty machinery; it speeds up the process and provides for frank review of the realities. Experience with this technique suggests that in any situation which requires acceler-

ation of the change process consideration should be given to this method.

For the small college new patterns of inter-institutional cooperation are emerging which suggest methods for the future. For example, the joint department of Sociology operated by Livingstone and Catawba Colleges has succeeded. The snags were not in major administrative issues but were major problems neglected in the early stages of planning--such as establishing a common calendar, especially for holidays. Bethune-Cookman College and Stetson University have offered joint courses in Sociology--with similar results; little problems are the "big" ones, which once identified may be solved. These and other illustrations might be listed. Such arrangements serve the following purposes: they expand opportunity for students, they establish a variety of courses without extra cost to the institution, and they provide for diversity of cultural contact and association without destroying the traditional stance of the separate institutions.

One approach to problem solving which has been successfully tried by Miami-Dade Junior College is the use of an ombudsman. This person, responsible only to the president, but acceptable to other administrative offices and trusted by students and faculty, accomplished goals which the traditional administrative machinery would never have attained.

Only a few institutions seem to use the budget-making process as a form of continuing review of the purposes and priorities of the institution. Yet this is exactly what making a budget is, or should be. How else can rational decisions about use of funds be made? It is a slow process and at certain points faculty and students must participate. This method brings the realities to the fore, provides a basis of understanding in the university community, and may lead to intellectual honesty. Many colleges have internal chaos at the management level because budget-making is

limited to the central administration, and often never used as a basis for day-to-day operation.

I had a refreshing experience a few months ago. I was to spend a half day with the president of a medium-sized university--a new president. When the call to make the appointment was made, the president indicated he would have to check with his major associates about a time, for he had adopted a team procedure for decision making. The visit bore out the truth of his statement, and he was trying to have his associates use the same method within their own particular areas of responsibility. The team approach lends itself to a more satisfactory solving of the problems facing administrators today. It is difficult to see how either a president or an institution can survive in any other way in these times.

THE ADMINISTRATIVE TEAM: IMPLEMENTATION OF THE GOALS AND OBJECTIVES OF A COLLEGE

Denton R. Coker

The primary objective of this paper is to describe what has happened at South Georgia College during the two years in which the administrative officers and faculty were involved in the search for a more effective approach to the operation of the college. It is not intended to be a scholarly research paper on the theory of college administration, although the adopting of the procedures presented involved extensive examination of the literature in the field. Furthermore, this paper is not designed to present a model administrative structure for all colleges to emulate. It is hoped that some of the ideas presented may be of help to other college leaders struggling with similar problems.

For whatever achievements have been made, the faculty and staff of South Georgia College are deeply indebted to the staff members of the Institute of Higher Education of the University of Georgia for their leadership in the Administrative Team Workshops and in providing outstanding consultants to assist in faculty workshops and the solutions of administrative problems. We are also indebted to the leaders of a national consortium of junior colleges referred to as GT-70 (Greater Teaching for the 70's) who through the instruction of representative members of the faculty in "The Systems Approach to Teaching" and the administrative officers in "Management by Objectives" provided us with invaluable guidance and have been the chief catalysts during this period of transition.

To set this report in context it is important to know that South Georgia College is the oldest state-supported junior college in the University System of Georgia, founded in 1906 as the Eleventh District A & M School and given junior college status

in 1927. It is located in Coffee County (population 22,836), in the City of Douglas (population 10,266) and occupies 25 buildings on a campus of 215 acres. In the Fall of 1969 it had a student enrollment of 1149, most of whom intend to transfer to senior colleges after graduation. The College has had only four presidents. The first two served more than 50 years. The combined years of service of the present academic dean, comptroller, and dean of students totals 50 years with none of the three having served fewer than 10 years. One faculty member has completed 45 years of teaching at the college, several faculty and staff members have served more than 20 years, and many others have long tenure.

In reviewing the past two years we can now identify logical steps that seem to us to be essential in the development of an effective approach to the operation of the college but which in the beginning were only vaguely, if at all, visible.

The Formation of a Philosophy of Administration That Provides for the Most Effective Functioning of Each Administrative Officer

Several fortuitous circumstances contributed to the adoption of a democratic or team approach as the most effective one for the administrative council at South Georgia College.

A new president was appointed in July of 1968 who brought with him a commitment to democratic principles, a strong orientation to group dynamics, and an acceptance of a concept of leadership defined by Ordway Tead in The Art of Leadership as "The activity of influencing people to cooperate toward some goal which they come to find desirable."

The administrative council composed of the president, the academic dean, the comptroller, the dean

of students, the director of public information, the librarian, and the director of development participated in the Administrative Team Conferences sponsored by the Institute of Higher Education of the University of Georgia. In these conferences conscious attention was focused on identifying the philosophy and methods toward which we would work.

All the members of the administrative council had inclinations toward the team approach, and by consensus we began discussing the implications of this concept of administration for us rather than whether we would adopt it. We are continuing to explore ways to better function as a team or group. The statement by Franklyn S. Haiman on "Principles at Work in the Mature Group" is a good example of the goals toward which we are working. These principles as stated by Haiman are

(1) A mature group has a clear understanding of its purposes or goals.

(2) A mature group is able to look ahead and plan ahead.

(3) A mature group is able to initiate and carry on effective logical problem-solving.

(4) A mature group has achieved an appropriate balance between established ways of working together and readiness to change its procedural patterns.

(5) A mature group provides for the diffusion and sharing of leadership responsibilities.

(6) A mature group has a high degree of cohesiveness or solidarity but not to the point of exclusiveness or to the point of stifling individuality.

(7) A mature group makes intelligent use of the differing abilities of its members.

(8) A mature group provides an atmosphere of psychological freedom for the expression of all feelings and points of view.

(9) A mature group is not over-dominated by its leader or by any of its members.

(10) A mature group has achieved a healthy balance between cooperative and competitive behavior on the part of its members.

(11) A mature group strikes an appropriate balance between emotionality and rationality.

(12) A mature group can readily change and adapt itself to the needs of differing situations.

(13) A mature group recognizes the value and the limitations of democratic procedures.

(14) A mature group has achieved a high degree of effective intercommunication among its members.[1]

It is very clear to us that the point of beginning must be with the commitment of the president and the other chief administrative officers to a democratic philosophy or concept of administration.

The Identification of Responsibilities and Relationships

To be effective as a team we soon discovered it was very necessary for each person on the team to have a clearer professional identification than he had previously. To be sure, we were appointed to specific positions with titles and general job descriptions, but this took on new meaning, and we began what has turned out to be a more extensive task than we imagined--the rewriting of all our job descriptions.

The following, though not necessarily an appropriate job description for comptrollers at all institutions, illustrates the various duties and responsibilities which we developed for the position at our college.

The Comptroller is the chief business officer of the college and is directly responsible to the President. He is appointed by the Board of Regents upon recommendation of the President. He assists the President in conducting the business affairs necessary to the operation of the institution in fulfilling its purpose.

In fulfilling his responsibilities he directly or by delegation

1. Aids in budget preparation and budget control

   (a) Analyzes and consolidates budget requests.
   (b) Prepares budget after approval by the President.
   (c) Provides periodic budget status reports to budget unit heads.
   (d) Processes budget amendment requests.

2. Supervises collection, accounting and disbursement of all institutional funds

   (a) Maintains a cashiering system.
   (b) Maintains an accounting system in accordance with policies of the Board of Regents.
   (c) Disburses funds upon proper authorization.

3. Supervises the operations of Auxiliary Enterprises

   (a) Supervises food services, book-store and post office operations.
   (b) Supervises the financial operation of student housing and health services.

4. Supervises operation and maintenance of physical plant facilities

   (a) Supervises maintenance and repairs of campus facilities.
   (b) Provides for necessary utilities on campus.
   (c) Implements campus development.

5. Supervises campus safety and security

   (a) Maintains a campus security force.
   (b) Conducts a fire and safety hazard program.

6. Supervises all purchasing, inventories and storage of supplies and equipment

   (a) Supervises system for requisitioning and purchasing of supplies and equipment in accordance with state purchasing regulations.

(b) Provides for storage of supplies and equipment.
(c) Maintains inventory records of equipment.

7. Supervises personnel services for all employees

(a) Provides a system for hiring and termination of employment of non-academic employees.
(b) Maintains records of fringe benefits on all employees.
(c) Supervises in-service training of non-academic personnel.
(d) Provides an up-to-date personnel manual for non-academic personnel.
(e) Maintains personal file on each employee's record of employment.

Furthermore, it became essential for us to develop a new organizational chart in order to clarify our channels of communication and action. All of these things had been done before, but we found that it is one thing to do them for show and another to do them as a guide for accomplishing our work.

We know this is an essential step in developing an effective operational procedure for the College, and it is quite different when approached as a team rather than as an individual.

The Development of Group Operational Guidelines

Very early we learned that much of the work of the college is accomplished in groups; therefore, it was insufficient to define the responsibilities and relationships of the individual administrative offices. This thrust us into the task of studying and redesigning the structure, responsibilities and relationships of the college councils and committees (See Figure 1).

CHANNELS OF COMMUNICATION FOR COLLEGE COUNCILS AND COMMITTEES

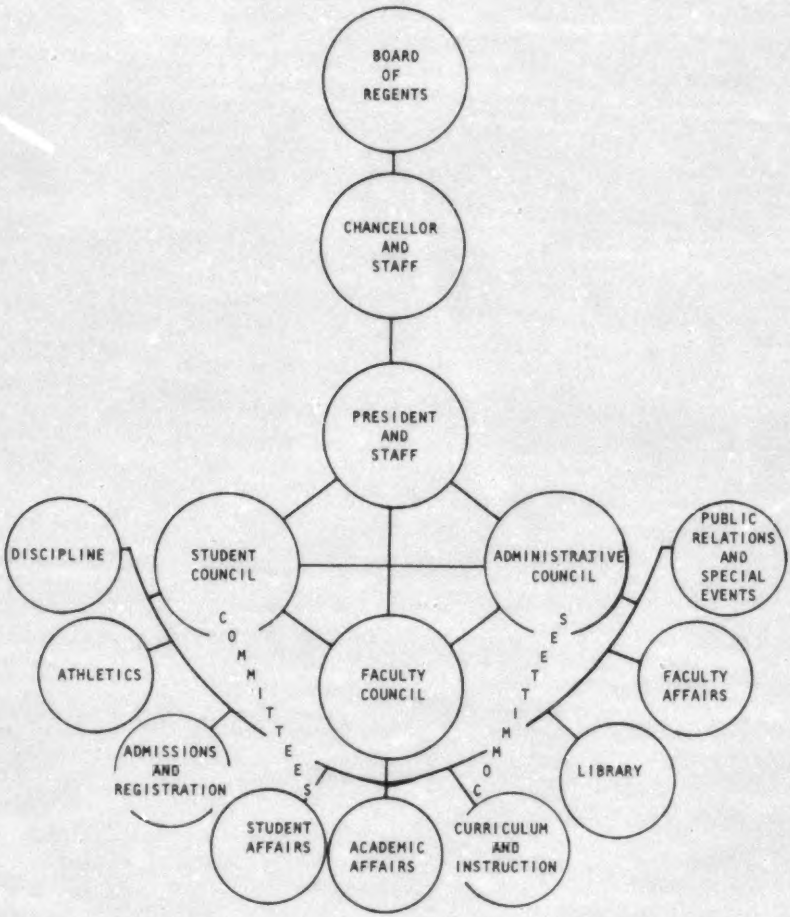

FIGURE 1.

This was not an easy task, but a tentative design was adopted by the faculty; it will be subject to continuous revision. A concomitant value derived from this was increased student involvement in college governance; in the new design, provision was made for students to serve on almost all college committees.

The results of our work are easy to report, but the processes are not when there is a commitment to democratic action. Time for study, discussion, and decision making must be provided.

Nevertheless, we now know this time is essential if the objective of effective college operation is to be achieved.

The Clarification of the Philosophy and Objectives of the College

Each step in our search for a more effective organization led to another. As more effective operational procedures developed we were confronted with the realization that our earlier attempts to define the overall objectives of the college were not satisfactory. Therefore, we chose a faculty committee which began the very difficult work of rewriting the philosophy and objectives of the college. This was probably the most extensive task undertaken involving more people, more research, and more time than the others.

We began this project with the understanding that the objectives would have to be stated in such a manner that our achievements could be measured. The experience of the faculty members who had had an introduction to the "Systems Approach To Teaching" in the GT-70 Workshop proved invaluable.

This defining has not yet been completed, and the example presented is to be submitted to the faculty for further revision during the 1970-71 academic year.

When it is completed, it will serve as the basis for evaluating, revising, rejecting, and designing new educational programs, courses, and instructional procedures at South Georgia College.

Philosophy

As a junior college within the University System of Georgia, South Georgia College recognizes that a democratic society requires an educated and responsible citizenry.

This presupposition is based on the firmly held convictions:

That a democratic society is composed of individuals each of whom is of supreme dignity and worth.

That as a public institution South Georgia College has a solemn obligation to nurture vigorously those ideals and qualities of responsibility, initiative, and leadership which are vital to the American way of life.

As a community of learners, South Georgia College is committed to providing a teaching-learning environment in which each of her students is given the opportunity to develop morally, intellectually, emotionally, and physically to his maximum potential.

In support of this commitment South Georgia College encourages all the members of the community of learners:

To engage in the study of man and his world.

To think clearly and creatively.

To demonstrate understanding as well as knowledge.

To use this understanding and knowledge as the basis for responsible living.

Objectives

In accord with the preceding statement of philosophy the objectives of South Georgia College are listed below. They are stated in terms of expected performance levels for graduating students and serve as the basis on which educational programs, courses of instruction, teaching methods, learning resources, and evaluation procedures are developed.

Each member of the community of learners

(1) Who completes a college transfer program will achieve successfully in the senior institution to which he is admitted.

(2) Who completes a career program will perform successfully in a job in the field of his preparation.

(3) Who completes work in continuing education or non-credit courses will be aware of ways by which his vocational skills and/or personal life have been improved.

(4) Who is graduated from South Georgia College will read, write, and speak clearly and correctly when measured according to national norms for college sophomores.

(5) Will demonstrate his understanding of and appreciation for his cultural heritage.

(6) Will demonstrate a knowledge and understanding of contemporary world problems and an awareness of his responsibility to work to the solution of them.

(7) Will be encouraged to develop a constructive system of values and will indicate a sense of self-discipline and responsibility in campus and community living.

(8) Will manifest an understanding of the essentials of physical growth and development by maintaining good health standards and continuing a program of physical activity.

(9) Will acquire the necessary understandings and skill and will demonstrate the ability to perform independent study, to gather data from a library and other information sources, to think critically, to solve problems, and to express his conclusions in acceptable ways.

(10) Will indicate a knowledge and understanding of democratic principles and processes and will use this knowledge and understanding as a participant in the governance of the college, the community, the state, and the nation.

The schematic illustrated in Figure 2 shows how the philosophy and objectives of the college may be implemented.

SOUTH GEORGIA COLLEGE

"A COLLEGE FOR ALL THE PEOPLE"

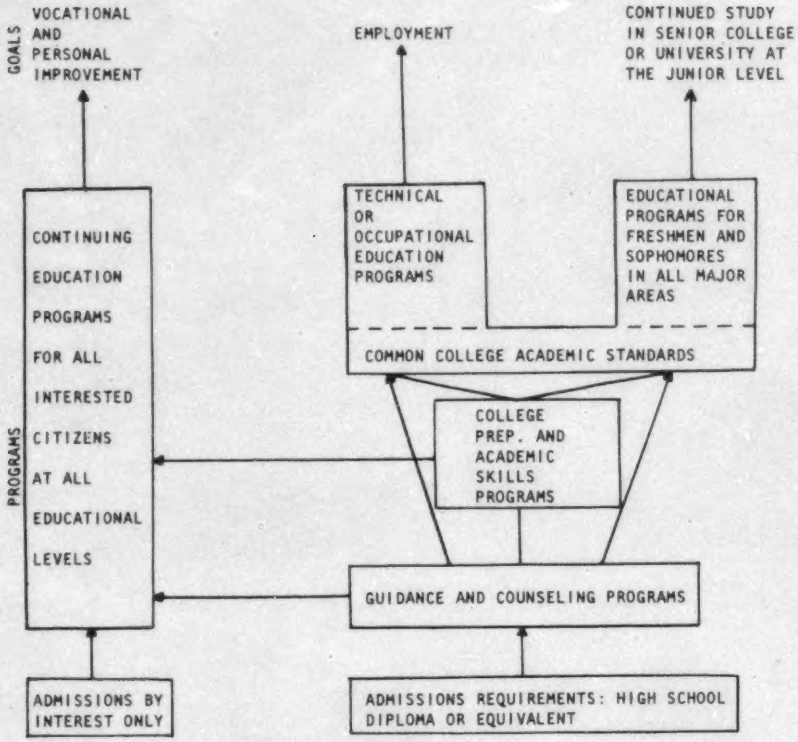
GOALS
VOCATIONAL AND PERSONAL IMPROVEMENT
EMPLOYMENT
CONTINUED STUDY IN SENIOR COLLEGE OR UNIVERSITY AT THE JUNIOR LEVEL
PROGRAMS
CONTINUING EDUCATION PROGRAMS FOR ALL INTERESTED CITIZENS AT ALL EDUCATIONAL LEVELS
TECHNICAL OR OCCUPATIONAL EDUCATION PROGRAMS
EDUCATIONAL PROGRAMS FOR FRESHMEN AND SOPHOMORES IN ALL MAJOR AREAS
COMMON COLLEGE ACADEMIC STANDARDS
COLLEGE PREP. AND ACADEMIC SKILLS PROGRAMS
GUIDANCE AND COUNSELING PROGRAMS
ADMISSIONS BY INTEREST ONLY
ADMISSIONS REQUIREMENTS: HIGH SCHOOL DIPLOMA OR EQUIVALENT

FIGURE 2.

The Adoption of the Goal-Setting Procedure

All that we had accomplished to this point was essential but preliminary. We had set the stage for the important job of getting the work done. The direction for this procedure was determined by a GT-70 Workshop in which the administrative council was introduced to the "Management by Objectives"[2] approach.

In the Spring of 1970 we began adapting these new procedures to our situation. Before this is completed it will require the training of every faculty and staff member at South Georgia College.

At this point the administrative council members have been prepared and reengaged in carrying out the procedure. Presently the division chairmen are learning the approach.

The essential steps to be followed in accomplishing our work are as follows:

1. Preparation of goals by each faculty and staff member using the following categories:

   (a) Routine (regular, normal, recurring task),
   (b) Problem-solving (decision making, requiring problem-solving techniques, interruptions of the regular activities),
   (c) Creative or Innovative (improvement, new ideas, different approaches),
   (d) Personal (plans for self-improvement).

2. Review of the goals by the supervisor.

3. Agreement on the goals by the individual faculty or staff member and his supervisor.

4. Review of the progress toward achieving the goals by the faculty or staff member and his supervisor at appointed times.

5. Evaluation of the results on the date established by the faculty or staff member and his supervisor as the estimated date of completion.

In establishing the goals we have developed the following criteria to be used in determining whether the goals are satisfactory:

1. Specific

2. Measurable

3. Attainable

4. Worthy

5. Related to the philosophy and objectives of the College

6. Related to the job description of the faculty or staff member.

7. Challenging

Conclusion

This is an unfinished report. It probably never will be finished. Everything which we have begun must be subjected to rigorous criticism and then be revised. Our next task in the near future will be to

establish the means of evaluating both the objectives and procedures. Although we cannot verify the results at this time, we believe we are a much stronger college faculty and staff than we were two years ago. The search and struggle to find more effective ways for the operation of the college have in themselves been worth the effort.

FOOTNOTES

[1]Franklyn S. Haiman, Group Leadership and Democratic Action. (Boston: Houghton Mifflin Company, 1959), pp. 103-104.

[2]George S. Odiorne, Management by Objectives. (New York: Pitman Publishing Corporation, 1965).

Colleges Included in the Year-Long
Special Project

Cumberland College - Lebanon, Tennessee

Fayetteville State University - Fayetteville, North Carolina

Georgia Southwestern College - Americus, Georgia

Hiwassee College - Madisonville, Tennessee

Lander College - Greenwood, South Carolina

Mars Hill College - Mars Hill, North Carolina

Pembroke State University - Pembroke, North Carolina

Saint Joseph College - Jensen Beach, Florida

Savannah State College - Savannah, Georgia

Stillman College - Tuscaloosa, Alabama